

SAMPLES OF EVIDENCE FOR EXHIBIT ROOMS

For On-Campus or Electronic

The documents listed below are likely to be examined by the review team. Additional items may be requested by the review team chair prior to and during the on-site review.

- All annual Program Updates submitted prior to the program approval review
- Self-study reports and findings of accrediting associations related to the preparation of education professionals (e.g., ASHA, CACREP, APA, NASM) as applicable
- Conceptual framework documents
- Detailed descriptions for each program leading to certification
- Course syllabi for all professional education courses. Content courses are not reviewed.
- Catalogues and other printed documents describing general education, specialty/content studies, and other professional studies
- Agenda, list of participants, and products of meetings, workshops, and/or training sessions related to curriculum
- Schedule of classes offered in professional education
- Description of committees and/or task forces involved in curriculum development and implementation, and their minutes
- Records of collaboration with arts and sciences faculty and practitioners
- Follow-up studies of graduates
- Faculty and student handbooks

UNIT STANDARD 2.1: Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator – Performance, Knowledge, and Disposition Standards

- Policies, criteria, and student records related to admission and retention
- Policies and/or descriptions of advising and monitoring procedures
- Professional competencies expected at completion of programs
- Content proficiency competencies expected at completion of programs
- Assessment plans and sample assessments measures used to ensure that candidates are ready to enter the profession
- Record of performance assessments of candidate progress and summary of results
- Data on performance of graduates (Title II reports), including results of state certification examinations, and job placement rates
- Student evaluations, including student teaching and internship performance
- Samples of student work from initial teacher preparation and advanced programs (portfolios, thesis, dissertations, and research projects)

UNIT STANDARD 2.2: Assessment System and Unit Evaluation

- Unit assessment plan
- Policies and/or descriptions of assessment and monitoring procedures
- Samples of multiple assessments used
- Data from monitoring candidate performance and unit operations
- Description of how data is collected, analyzed and evaluated
- Summary of data collected and the regularity of data collection

- Documentation of the use of information technology for assessment system maintenance
- Unit and program evaluations conducted since the previous visit that include a description of the process, findings, and resulting changes
- Documentation of the unit's completion rates on State required certification tests.

UNIT STANDARD 2.3: Field Experiences and Clinical Practice

- Documentation of collaboration(s) between unit and school partners
- Policies and practices related to field experiences, student teaching, and other internships
- Descriptions of pre-student teaching field and clinical experiences
- Written assignments with local schools for selection of field site supervisors, student teaching intern placement, and collaborative research projects
- Site Descriptions for field-based experiences, including the student diversity in those sites
- Student teaching/internship handbook(s)
- Evidence demonstrating that all candidates develop proficiencies for working with students from diverse backgrounds

UNIT STANDARD 2.4: Diversity

- Diversity of geographic area served by college or university
- Plans, activities and results related to recruitment and retention of a diverse student body
- Data showing diversity of candidates in initial teacher preparation and advanced programs (both enrollment and completion)
- Annual evaluations/assessments of the unit's success in recruiting and maintaining a diverse student body
- Discussion of design, implementation, and evaluation of curriculum and experiences aimed at assuring that all students learn
- Course syllabi that demonstrate infusion of diversity in teaching and learning

UNIT STANDARD 2.5: Faculty Qualifications, Performance, and Development

- Faculty vitae that includes information on the following:
 - Academic degrees
 - Professional experience
 - Teaching and administrative load for the past two semesters
 - Current professional and academic association memberships
 - Current professional assignments and activities
 - Publications (most recent and/or important)
 - Papers presented (most recent and/or important)
 - Other scholarly activity (most recent and/or important)
- Qualifications of cooperating teachers and college/university supervisors
- Plans, activities, and results related to recruitment and retention of a diverse faculty
- Data showing faculty diversity in initial teacher preparation and advanced programs
- Annual evaluations/assessments of the unit's success in recruiting and maintaining a diverse faculty
- Faculty handbook and/or contracts
- Policies for faculty evaluation and related instruments
- Salary, tenure and promotion policies

- Samples of development plans for individual faculty
- Faculty/staff directory listing all unit faculty (full-time & part-time) and unit support staff
- Faculty loads for advising, teaching, and supervising internships
- Records of faculty involvement in associations and other professional activities
- Samples of faculty publications
- Records of meetings, workshops, and/or training sessions for cooperating teachers and internship supervisors

UNIT STANDARD 2.6: Unit Governance and Resources

- Mission statement of the institution and unit
- Policies on governance and operations of the unit
- Description of the unit, including organizational charts
- Minutes and membership of advisory, policy, and governing groups that impact on professional education
- Fiscal records and budgets for the unit and comparable units; these should include funds for faculty development, facilities, salary, and non-salary budgets
- Planning documents, including long-range plans
- Policies, practices, and budget/expenditures related to acquisitions for the library, media resources, and technology
- Non-discriminatory policies and practices
- Due process policies and practices